



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

15688 W. Acoma, Surprise, AZ 85379

Carden Elementary School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing Plus
2003-04 Not Evaluated
2002-03 New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Hector Placencia
Schedule : 07:30 AM to 04:00 PM
Grades : Pre-K-8
2005 Enrollment : 443
Web Address : learningmatters.org
Phone Number : (623) 556-2179
Fax Number : (623) 556-2806
E-mail : hector.placencia@learningmatters.org

Mission

It is our mission to accept each child as a unique learner and to develop the whole child. To ensure each child has a solid education with strong skills in Reading, Writing, mathematics and to develop a love of culture through Literature, Art, Music, Physical Education, and French. To develop each child's stamina, so they will demand their best and be equipped to handle life's challenges. To instill in each child a desire to be a life-long learner, and contributing member of society.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Not Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To develop in students self-discipline, self confidence and respect for self and others all students will participate in character education assemblies.
- ü To develop a strong set of skills in reading, writing and mathematics.
- ü To instill in students a love of culture through Literature, Foreign Language(French), Art, Music and Physical Education.
- ü To develop a community school with strong parent and business volunteerism and involvement.

Enrollment

October 1, 2004 School Year Student Enrollment : 365
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 443

Carden Traditional School of Surprise

Instructional Programs

- ü Curriculum is Integrated From K-8
- ü Strong Reading, Writing & Math Programs
- ü Open Court Reading Program
- ü Saxon Mathematics Program
- ü The Middle Years Program / IBO
- ü Music, Art, French and Physical Ed.
- ü Character Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

As a public charter school, we feel that we are held accountable to parents to give their children the best educational experience possible. Therefore, we hold all students to high academic standards.

Parents

We encourage parents to do their best to ensure that students have a home where education is valued and where parents support the efforts of our teachers in working with their children.

Transportation Policy

We do not provide transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Member of the Carden Foundation	2002
ü Two Teachers Earned Advanced Degree in Ed. Admin.	2003
ü School Received Recognition from Luke Air Force Base	2003
ü Member of the International Baccalaureate Middle years	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	53	79306	100	100	99	452	441	445	6	12	10	14	16	18	57	53	51	23	18	20
All Students (Prior Year)	24	38	75509	100	95	100	489	487	521	13	18	13	50	47	23	38	29	33	0	5	31
Female	20	30	38691	100	100	99	467	452	446	0	10	10	10	14	18	60	52	52	30	24	20
Male	18	23	40583	100	100	99	432	426	445	13	15	11	20	20	18	53	55	50	13	10	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	33	41	36197	100	100	99	447	445	463	6	5	5	16	18	11	58	59	53	19	18	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	35	47	69060	100	100	98	459	450	454	0	5	7	13	16	17	63	58	54	25	21	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	17	20	39415	100	100	96	470	463	431	6	5	15	6	10	25	53	55	50	35	30	10
Non-Economically Disadvantaged	21	33	39966	100	100	100	434	426	459	6	17	6	22	21	12	61	52	52	11	10	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	53	79395	100	0	99	450	441	446	9	12	9	17	24	25	69	57	55	6	6	11
All Students (Prior Year)	24	39	75492	100	98	100	507	503	519	8	18	12	33	33	16	50	38	47	8	10	24
Female	20	30	38743	100	0	100	466	455	451	0	3	7	10	21	24	80	66	57	10	10	12
Male	18	23	40618	100	0	99	428	420	440	20	25	11	27	30	27	53	45	53	0	0	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	33	41	36221	100	0	99	446	443	465	10	13	4	19	21	15	68	62	63	3	5	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	35	47	69139	100	0	99	457	450	454	3	5	7	16	23	24	75	65	58	6	7	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	17	20	39484	100	0	96	455	449	429	12	10	14	6	15	35	76	70	47	6	5	4
Non-Economically Disadvantaged	21	33	39986	100	0	100	444	435	461	6	14	4	28	31	16	61	48	63	6	7	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	53	78869	100	100	99	434	413	442	9	16	6	26	29	21	54	47	63	11	8	10
All Students (Prior Year)	24	39	75053	100	98	99	564	527	597	4	11	7	17	18	12	79	71	72	0	0	9
Female	20	30	38536	100	100	99	453	430	458	5	10	4	25	31	15	50	45	67	20	14	14
Male	18	23	40302	100	100	99	409	387	428	13	25	8	27	25	26	60	50	60	0	0	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	33	41	36078	100	100	99	427	411	459	10	15	4	29	31	16	55	49	66	6	5	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	35	47	68697	100	100	98	442	424	454	6	12	4	22	26	18	59	53	67	13	9	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	17	20	39106	100	100	95	447	439	427	6	5	8	18	25	28	65	60	59	12	10	5
Non-Economically Disadvantaged	21	33	39837	100	100	100	422	394	457	11	24	4	33	31	14	44	38	67	11	7	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	33	78906	95	100	99	500	502	498	6	8	13	12	15	19	71	62	48	12	15	20
All Students (Prior Year)	12	21	76019	92	91	100	445	463	499	50	29	14	33	52	39	8	10	14	8	10	33
Female	NC	15	38644	NC	100	99	NC	496	500	NC	0	12	NC	27	19	NC	64	49	NC	9	19
Male	12	18	40236	92	100	99	507	507	497	10	13	15	0	7	19	70	60	46	20	20	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	15	26	36483	88	100	99	495	500	517	8	10	7	15	19	13	69	57	51	8	14	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	19	31	68310	95	100	98	500	505	509	6	4	9	13	17	18	69	63	51	13	17	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	11	38679	NC	100	96	NC	483	483	NC	20	20	NC	10	25	NC	60	45	NC	10	10
Non-Economically Disadvantaged	13	22	40295	93	100	100	505	514	513	0	0	7	20	19	13	70	63	50	10	19	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	33	78908	95	0	99	494	491	484	6	8	10	6	15	23	88	69	58	0	8	9
All Students (Prior Year)	12	22	76020	92	96	100	482	494	503	75	41	25	8	18	23	17	41	40	0	0	12
Female	NC	15	38648	NC	0	99	NC	495	489	NC	0	8	NC	27	22	NC	64	61	NC	9	10
Male	12	18	40233	92	0	99	491	488	479	10	13	12	0	7	25	90	73	55	0	7	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	15	26	36502	88	0	99	489	488	502	8	10	4	8	19	14	85	62	67	0	10	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	19	31	68312	95	0	98	494	492	493	6	8	7	6	13	21	88	71	62	0	8	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	11	38662	NC	0	96	NC	476	468	NC	20	16	NC	10	32	NC	70	49	NC	0	3
Non-Economically Disadvantaged	13	22	40315	93	0	100	502	501	498	0	0	5	10	19	15	90	69	66	0	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	34	78750	100	100	99	496	495	500	6	7	6	44	41	29	50	52	63	0	0	2
All Students (Prior Year)	13	23	75673	100	100	100	415	465	530	46	30	12	46	43	25	8	22	58	0	4	4
Female	NC	15	38586	NC	100	99	NC	520	515	NC	0	4	NC	36	22	NC	64	71	NC	0	3
Male	13	19	40135	100	100	99	478	478	486	9	13	8	45	44	35	45	44	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	16	27	36440	94	100	99	488	490	516	7	9	3	43	36	22	50	55	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	20	32	68196	100	100	98	497	499	513	6	8	3	41	36	25	53	56	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	11	38558	NC	100	96	NC	459	485	NC	20	8	NC	50	37	NC	30	54	NC	0	1
Non-Economically Disadvantaged	14	23	40260	100	100	100	509	516	514	0	0	3	45	35	21	55	65	72	0	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	78250	NC	NC	99	NC	NC	548	NC	NC	21	NC	NC	18	NC	NC	48	NC	NC	13
All Students (Prior Year)	12	12	75001	100	100	99	433	433	468	75	75	37	25	25	36	0	0	16	0	0	10
Female	NC	NC	38071	NC	NC	99	NC	NC	549	NC	NC	20	NC	NC	19	NC	NC	49	NC	NC	12
Male	NC	NC	40126	NC	NC	99	NC	NC	547	NC	NC	23	NC	NC	17	NC	NC	46	NC	NC	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	--	--	9329	--	--	100	--	--	454	--	--	64	--	--	18	--	--	16	--	--	2
Students without Disabilities	NC	NC	68996	NC	NC	99	NC	NC	561	NC	NC	16	NC	NC	18	NC	NC	52	NC	NC	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	NC	33388	NC	NC	94	NC	NC	530	NC	NC	32	NC	NC	22	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	NC	NC	44937	NC	NC	100	NC	NC	561	NC	NC	13	NC	NC	15	NC	NC	54	NC	NC	18

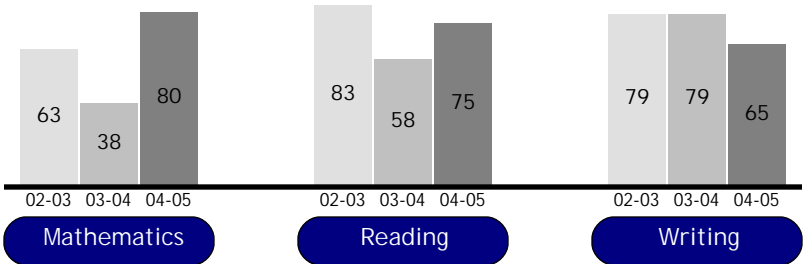
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	78302	NC	NC	99	NC	NC	512	NC	NC	11	NC	NC	25	NC	NC	57	NC	NC	7
All Students (Prior Year)	12	12	74918	100	100	99	481	481	497	50	50	32	25	25	19	25	25	35	0	0	15
Female	NC	NC	38082	NC	NC	99	NC	NC	518	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Male	NC	NC	40166	NC	NC	99	NC	NC	507	NC	NC	14	NC	NC	26	NC	NC	54	NC	NC	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	--	--	9353	--	--	100	--	--	429	--	--	40	--	--	38	--	--	22	--	--	1
Students without Disabilities	NC	NC	69024	NC	NC	99	NC	NC	524	NC	NC	7	NC	NC	23	NC	NC	62	NC	NC	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	33398	NC	NC	94	NC	NC	495	NC	NC	18	NC	NC	35	NC	NC	46	NC	NC	2
Non-Economically Disadvantaged	NC	NC	44979	NC	NC	100	NC	NC	525	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	78094	NC	NC	99	NC	NC	545	NC	NC	3	NC	NC	18	NC	NC	77	NC	NC	2
All Students (Prior Year)	12	12	74503	100	100	99	472	472	491	25	25	9	33	33	32	33	33	51	8	8	8
Female	NC	NC	38025	NC	NC	99	NC	NC	558	NC	NC	2	NC	NC	13	NC	NC	82	NC	NC	2
Male	NC	NC	40013	NC	NC	99	NC	NC	534	NC	NC	5	NC	NC	23	NC	NC	71	NC	NC	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	--	--	9275	--	--	100	--	--	444	--	--	14	--	--	46	--	--	39	--	--	1
Students without Disabilities	NC	NC	68892	NC	NC	98	NC	NC	559	NC	NC	2	NC	NC	14	NC	NC	82	NC	NC	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	NC	33296	NC	NC	94	NC	NC	527	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	0
Non-Economically Disadvantaged	NC	NC	44871	NC	NC	100	NC	NC	559	NC	NC	2	NC	NC	12	NC	NC	84	NC	NC	3

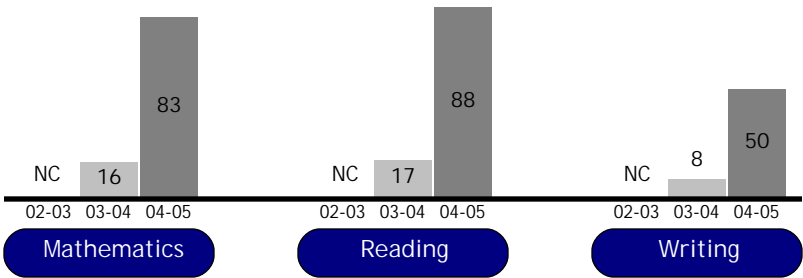
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

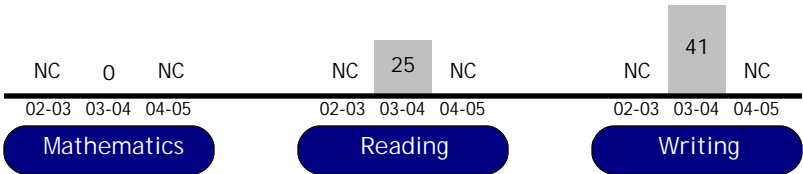
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	40	41	50	100	64	NA	58	100	62	61	47
	Language	100	32	30	43	100	57	52	50	100	59	55	47
	Mathematics	100	45	46	57	100	73	67	64	100	60	58	50
3	Reading	90	56	55	47	96	40	NA	55	100	46	42	44
	Language	90	56	52	54	100	44	37	61	100	52	47	44
	Mathematics	85	67	57	54	100	52	44	61	100	56	50	51
4	Reading	NC	NC	51	52	100	71	NA	56	100	50	50	48
	Language	NC	NC	53	48	100	55	56	52	100	52	51	49
	Mathematics	NC	NC	56	57	100	71	69	61	100	58	59	53
5	Reading	NC	NC	54	50	100	38	NA	55	95	59	53	50
	Language	NC	NC	43	46	100	28	35	49	95	58	55	50
	Mathematics	NC	NC	66	57	100	38	43	63	95	54	54	49
6	Reading	95	55	58	53	NC	NC	NA	56	100	53	51	51
	Language	90	49	51	45	NC	NC	51	48	100	49	45	47
	Mathematics	90	64	65	62	NC	NC	68	66	100	44	47	52
7	Reading	100	53	53	51	92	52	NA	54	92	66	66	50
	Language	100	61	61	54	92	58	58	58	92	62	62	52
	Mathematics	100	55	55	58	92	54	54	62	100	58	58	50
8	Reading	NC	NC	NC	53	92	50	NA	55	NC	NC	NC	51
	Language	NC	NC	NC	49	92	38	38	52	NC	NC	NC	50
	Mathematics	NC	NC	NC	58	92	39	39	61	NC	NC	NC	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Carden Traditional School of Surprise

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 1 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Fundraising
- Ü Community Events (fall festival)
- Ü International Festival
- Ü Ecological Camp
- Ü Model United Nations
- Ü Student Council

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	27.00
Other Professional Staff	2.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	8	0	0	0
7 to 9 years	10	4	0	0
10 or more years	3	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	9
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Multi-Purpose

Extracurricular Activities

- Ü Participation in City Recreation Program
- Ü Boy Scout Program
- Ü Parent/Teacher/Student Clubs
- Ü Monthly Evening Activities
- Ü Sports Programs
- Ü Mad Science Programs

Social Services

- Ü Kindergarten Enrichment Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We are in our first year implementing The Middle years Program (MYP.) It is an educational framework that requires students to study in eight academic subjects. The program is offered in grades 6-8, a feeder program for the prestigious IBO program
- ü Participated in the Model United Nations. Two students received awards in competition with Arizona high schools.
- ü Conducted Ecological Camp in Prescott.
- ü Students and staff visited the Grand Canyon and toured with a park ranger.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	19	12	12	17
Transfers In Rate ⁶	14	28	28	37
Stability Rate ⁷	80	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Carden Traditional School conducts frequent safety training and drills for students and staff members. Evacuation, shelter-in-place, lock-down and other safety drills are conducted frequently. Carden is a closed campus.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mitch Rosenbaum	(623) 556-2179
Transportation Policy		
Community Resources	Christy Faux	(623) 556-2179
School Nutrition Programs	Kerri Wood	(623) 556-2179
Parent Organization	Melodi Reidy	(623) 556-2179
Student Health/Nurse	Christine Forester	(623) 556-2179

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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